

# Centennial History of the Department of Economics

## The Ohio State University

### I. Founding and Early Development

The teaching of a course entitled "Political Economy and Civil Polity" began at the Ohio Agricultural and Mechanical College in September 1875. The college itself had opened its doors to students two years earlier. At that time ten courses had been listed as the initial offering of the new institution, of which political economy was number ten. Actually, but six of the ten were taught, with political economy among the four missing. The reasons for this omission were not stated in the records of those years. Probably, a combination of lack of funds, the unavailability of a suitable professor, and the uncertainty of adequate enrollment were the principal factors. Possibly also, an underlying policy issue of the early decades was already involved in the decision not to offer political economy, and the other omitted fields. The Land Grant Act itself specified that there should be established "at least one college, where the leading object shall be, without excluding other scientific and classical studies . . . , to teach such branches of learning as are related to agriculture and the mechanic arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

What was the full implication of these words? Were the new colleges in the states to be primarily technical, devoted only to subjects related to agriculture and the mechanic arts, or was equal weight to be given to the more general clauses -- "without excluding other scientific and classical studies," and "in the several pursuits and professions of life." These latter words clearly contemplated an institution of the broadest character. Which should it be? Nationally, the answers have been various, as we now know. What should Ohio do?

Those sections of the Ohio public associated with the "mechanic arts" quickly welcomed their new educational opportunity and utilized it in every respect. The agricultural interests were less strongly motivated to take similar advantage of the new windfall. Agriculture was the foundation of life and society, but it was not yet quite so clear that its welfare depended upon the development of understanding of basic science and associated technical fields. In time, the fields associated with agriculture drew the largest proportion of the students of The Ohio State University, as it became in 1878, but that development required the passage of some years. The courses in that area were offered from the very first, however.

Outside agriculture and the mechanic arts, there was uncertainty. Ohio was well supplied with liberal arts colleges dating back to the eighteen twenties, mostly sponsored by religious groups. They felt that they were adequately caring for the needs of the state for general higher education. They showed no relish

at the thought of dividing the field with a publicly subsidized institution. Antioch, Oberlin and other Ohio colleges had been teaching political economy for decades before 1872. It took the Board of Trustees and the Ohio public some time to decide firmly on the course toward a "broad gauge" university. Edward Orton, Sr., a professional geologist and the first president of the new institution, seemed to be caught in the dilemma also. At his inaugural in January 1874, he said that the goal of the new institution "is Industrial Education" that "must be practical." But a few months later in apologetic tone, he noted "No provision has yet been made for the sciences that pertain to man -- such, for example, as Mental and Moral Science, Civil Polity, and Political Economy." On the whole, President Orton's leadership was definitely toward the broad concept of the university's role.

By 1875, having found a suitable professor in the form of William Colvin of Cincinnati and the money to pay his salary, the course in Political Economy and Civil Polity was offered. It ran through the three terms of two academic years. In the bulletin for 1876, Professor Colvin provided two pages in fine print of the questions covered in the course. They appear to have been his examination questions. Subtracting the Keynesian taint and the econometric mode of a century later, the course covered most of the materials of a contemporary basic economics course. There was the struggle between labor and capital, the problem of the "interference of government," the "science of exchanges," the "distribution of the avails of industry," and for the entire

second term of the second year "the influence of the distribution of the ownership of land on the character of civilization, and on the wealth, liberty, and government of nations." The influence of Henry George was already evident.

This ambitious start for political economy was to last for only two years. There is no hint of dissatisfaction with Professor Colvin's work in the record, but that he was dropped from the faculty abruptly is evident in the notation during the following year of a court suit by him against the trustees for salary. It availed him nothing. The real difficulty was that the legislature in May 1877 passed an act requiring the College to establish a department of mine engineering and metallurgy, but without providing funds for staffing it. Until 1880, the legislature evidently expected the university to be able to operate with only student fees and the residue of the original land grant to sustain it. In this case, Professor Colvin and the teaching of political economy had to go to fulfill the legislative mandate.

At the end of the academic year 1880-81, President Orton resigned to devote full time to his field of geology. At the June meeting of 1881, the Board of Trustees elected Walter Quincy Scott as President and Professor of Political Economy. There is no evidence that political economy was taught during the years 1877-8 to 1880-81. The catalogue for 1881-2, however, lists Political Economy for the second and third terms of the senior year of the Bachelor of Arts and Bachelor of Philosophy curricula. It is similarly listed as an elective in the Bachelor of Science

curriculum. President Scott is not listed as the professor in charge, but in view of the title of his appointment, and the absence of any other member of the faculty in the field, it is a safe presumption that he was the instructor. Professor Colvin had described the range of his own instruction in his annual report to the president. There is no such report for 1881-82, strengthening the inference that Professor Scott would not need to report to President Scott. The catalogue listing of political economy continued unchanged for 1882-83, except that the text is listed as "Wayland-Chapin."

President Scott failed of reelection to his position by action of the Board of Trustees on June 18, 1883. They praised his "zeal and earnestness" and "his high scholarship and integrity of character," but found him wanting in failing "to carry into effect a positive resolution of the Board" (to conduct daily, compulsory chapel services), and "that in public lectures at the University and elsewhere, he promulgated unsound and dangerous doctrines of Political Economy" (single tax). President Walter Q. Scott promptly resigned, and the Board equally promptly appointed President William H. Scott of Ohio University to the position of President pro tem and Professor of Philosophy and Political Economy. Although the two Scotts had the same titles, W. H. Scott was really a philosopher who accepted the Presidency only in an emergency and pro tem. There is no evidence that he ever taught political economy as a regular duty, but he did teach courses in philosophy during his presidency up to 1895, and thereafter until

his retirement in 1910. During his twelve year occupancy of the Presidency, he almost continuously expressed to the Trustees his desire to resign to devote full time to teaching.

The catalogues for 1883-84 and 1884-85 contain no listing or mention of political economy. For the following two years, the course in Political Economy again appears for the three terms of the senior year in the B.A. and B. Phil. curricula, but there is no departmental listing. In June 1885, George Wells Knight was appointed Professor of History and Political Science. In a report of his to the President dated October 1, 1887, Professor Knight referred to the size of the class in Political Economy (28) for the preceding year (1886-87) as compared to the year before that (1885-86 - 18). The standard pattern for Political Economy in the late eighteen eighties seemed to be: Two credit hours, Three terms of the academic year. This was a requirement of the senior year in the B.A. and B. Phil. curricula, and the junior year of the B.S. curriculum. It was also listed as an elective in the Bachelor of Agriculture curriculum. From these assorted bits of evidence, it is clear that Political Economy was taught by Professor Knight from his coming to the University in 1885, and that it had achieved a substantial place in various curricula. It was also mentioned that J. Laurence Laughlin's edition of J. S. Mill's Principles of Political Economy was the text. The course was numbered as Political Science 1.

The post Civil War decades in which The Ohio State University was establishing itself as a major institution of higher education

in Ohio and the nation, were also decades of hitherto unparalleled economic development. By 1890, the major lines of a national railway system had been laid out and substantially built, with Ohio in the heartland having access to the people, the agricultural lands and the mineral resources of the North American continent. Units of business enterprise had become large in transportation, basic industries, and to some degree in commerce. Unrestricted competition produced side effects that, in turn, brought a public backlash of government regulation. The Interstate Commerce Commission, primarily to oversee the railways, had been created by statute in 1887, and in 1890 the Sherman Act proscribed monopolistic restraints of trade. Economic interests had been thrust into the forefront of public attention.

In the university catalogue for 1891-92, Professor Knight proposed a reorganization and expansion of the work in political economy. The first two terms of the first course (Political Science 1) were designated as "Elements and Principles of the Science" with Walker's Political Economy as the text. The third term was entitled "Practical Problems of Industrial Society." A second course was now introduced for the first time as Political Science 2 - "Advanced Economics and Finance." The first term was given the sub-head "Open Questions in Political Economy." The second term was named "Industrial and Social Reforms." The third term was divided into optional parts according to the interests of the class: (a) "Principles of the Science of Finance," and (b) "History of Economic Thought" using as a text Ingram's History of

Political Economy just published. P.S. 1 was now listed as a prerequisite for P.S. 2. The first course continued as a requirement in the various bachelor's degree programs, with P.S. 2 listed as elective in curricula leading to the B.A. degree.

Just two years later, a further expansion took place. The catalogue for 1893-94 added two new courses: P.S. 5 - "The Development of Industrial Society," and P.S. 6 - "Socialism and Communism" with Professor Knight listed as instructor in each. In two more years (1895-96), P.S. 1 and P.S. 2 were added as requirements in Pre-Law and Pre-Medical curricula, as well as in Journalism. Also the political science division of the Department of History and Political Science was now further divided, for the first time, into "Economics" and "Political Science." P.S. 3 and 4 were courses in government that had been listed for some years. This use of the title "Economics" in 1895 reflected, no doubt, the outreach of the use of that term for his major book, published in 1890, by Alfred Marshall, the very influential professor of "Political Economy" at the University of Cambridge. The name "Economics" became standard in America after this period. It is also to be noted that in 1895 Mr. Winston is listed as instructor for the first course - P.S. 1. Professor Knight had acquired an assistant. The first twenty-five years of the University's history was required to produce a need for more than one instructor in economics.

Rapid change continued in the next academic year - 1896-97. Professor Frederick C. Clark became the first professionally



trained economist to be appointed to the faculty. With that appointment, a Department of Economics was in effect created. Professor Knight's title was changed to Professor of American History and Political Science, although he evidently continued to teach some of the advanced courses in which he had a special interest. The catalogue for 1896-97 lists both names for the new department. The list of courses offered was rearranged and expanded as follows:

- 1 - Elements of Political Economy
- 3 - History of Industrial Society
- 4 - Socialism: Critical and Historical Study
- 5 - Practical Problems in Economics
- 6 - Industrial and Social Reforms
- 7 - Currency and Banking
- 8 - The Transportation Problem
- 9 - History of Political Economy
- 10 - Principles of the Science of Finance

For the following academic year, 1897-98, the courses were renumbered in the fifties, but were otherwise unchanged.

This alignment of courses also prevailed during 1898-99, whose big event was the creation of a Department of Economics and Sociology with Associate Professor Clark at its head. This title was to continue for the next 23 years, when a much further expanded department was divided into a new set of departments in the College of Commerce and Journalism. The listing of courses inherited by the new department, largely developed under the tutelage of Professor Knight, was under scrutiny quite evidently, for the catalogue for

1899-1900 introduced again a new arrangement, continuing the courses that had become standard, but adding new dimensions to departmental offerings. The first course, prerequisite to all others (Elements of Political Economy) was now offered four times a week for one semester. The numbers 51 and 52 were used for the first and second semesters, with the student registrations divided alphabetically. Other undergraduate courses remained at two credit hours with the same or slightly changed titles. Seven courses were given numbers of sixty or above for graduates, departmental majors in their fourth year, or other advanced students by permission. They were:

- 60        - Industrial and Financial History of the  
             United States
- 61, 62   - Seminary in Economics
- 63, 64   - Sociology and Statistics
- 65        - Commercial Geography
- 66        - Commerce and Trade

These years just preceding the opening of the twentieth century mark the end of the first quarter century of the teaching of political economy at The Ohio State University. For the first twelve years of instruction, political economy had been offered in only four years, in spite of the fact that it had been included in the first listing of fields to be covered. After that for the next twelve years, Professor G. W. Knight occupant of the chair of History and Political Science was the consistent but sole teacher of political economy. He also taught courses in European

and American history, government, finally to be appointed Dean of the College of Education. In baseball parlance, he was a utility man, if there ever was one. With the appointment of Assistant Professor Frederick C. Clark in 1895, Professor Knight not only acquired a helper, but the developments that eventually produced the present-day department proceeded apace. Because of the extent of the changes occurring, attention will have to be confined increasingly only to the significant innovations in staff, courses and procedures. Evidently at Professor Clark's instigation and with his services available, specialized fields such as money and banking, transportation, public finance, and economic reform had been opened by new course offerings.

## II. The Second Quarter Century

In 1901, the appointment of James E. Hagerty as Assistant Professor of Economics and Sociology was to prove of the greatest importance to the new department and to those specialized departments eventually to grow out of it. He was trained as a sociologist, but his teaching and his influence were to introduce not only sociology, but anthropology, social work, and various branches of business into the curriculum. A course #10 entitled simply "Commerce" appeared in the catalogue for 1901-2, to become "Distribution of Products" two years later -- one of the earliest marketing courses anywhere. Like his predecessor and friend, Professor Knight, he taught practically every course in the departmental catalogue during his long period of university service. Professor Hagerty's opportunities and responsibilities were rather suddenly and sadly enhanced by the death by suicide of his superior,

Professor Clark, in September 1903. This was the middle one of three such deaths within the university faculty in less than a year -- a rash that fortunately did not spread further. Professor Clark's widow gave his library to the university, to become the nucleus of an Economics Department library subsequently named the Clark Library, in his memory. Professor Hagerty was immediately promoted in rank and made chairman of the department, to continue in that responsibility until 1921 when the department was split into five components to become the new College of Commerce and Journalism.

One of Professor Hagerty's early responsibilities as chairman was to get a staff replacement for Professor Clark. He found Mathew B. Hammond at the University of Illinois and brought him to Ohio State as an assistant professor in 1904. Professor Hammond's interests were in the area of labor relations and the history of labor which he proceeded to develop. The two men were of nearly the same age, and spent the remainder of their lives working together to expand and improve the teaching in theoretical and applied social science at the university. Other important staff additions within the next few years were those of F. A. McKenzie in 1905, mostly in sociology, W. F. Gephart in 1907, O. C. Lockhart in 1908, and Henry F. Walradt in 1911. All left for other positions within a few years except Professor Walradt who spent the remainder of his life teaching in the field of public finance.

With a teaching staff now composed of principals who had had specialized graduate training in social science themselves at other

universities, mainly in the east, the course offerings in Economics and Sociology began to be extended into the graduate level. Even before 1900, a "Seminary in Economics" had been offered but this was designed as a requirement in the fourth year for undergraduate majors. By 1900, a course entitled "Thesis Work" was listed, and by 1906, "Advanced Economics" was offered as individual or group work at the graduate level. In addition to these continuing courses, the catalogue for 1906-7 listed the exclusively graduate courses "Theories of Taxation" (Hammond) and "Distribution of Wealth" (Hagerty). These courses were soon dropped, probably because their subject matter was brought down to the upper undergraduate level where graduate credit was also available for them, although the individual thesis course and the departmental seminar course became fixtures in departmental offerings from that time forward. Interestingly, President Thompson was listed as instructor for 1906-7 for the two courses "Public Finance and Taxation" and "Financial History of the United States" previously taught by Professor Hammond. For the following year, the courses were listed without designation of the instructor.

Several sidelights of the emergence of graduate level instruction are worthy of notice. In the first place, this educational phenomenon itself was a correlate of the great expansion of collegiate enrollments on a nationwide basis. Ohio State and the Department of Economics and Sociology were simply sharing in a national movement. By about 1910, the university's register of students began to list graduate students separately. The number

in Economics and Sociology reached fifteen in 1915, fell during the years of World War I, but resumed its rise thereafter. But the existence of individuals with undergraduate and some graduate specialization, coupled with the multiplication of sections of the basic undergraduate courses, created the need and the opportunity for the <sup>position of</sup> teaching assistant. By 1915, some of the listed graduate students of one year, began to appear as junior staff members the following year. Notable also is the fact that women were represented among the graduate students from the very beginning of work at that level. They also appear as staff members in the department, although mostly in sociology, which has continued to have more appeal for advanced work for women than has economics.

Another phenomenon of the first decade or more of the twentieth century was the demand for collegiate education for business. This had been noted in the annual reports of the presidents of the university dating back into the previous century. Several eastern universities had established schools of business to lead the national movement. Prior to the establishment of the College of Commerce and Administration <sup>at the Ohio State University</sup> in 1916, the Department of Economics and Sociology was the logical seed bed for preliminary development of instruction in business related subjects. Professor Hagerty had had that vision from the date of his first appointment in 1901. His predecessor, Professor Clark had evident sympathies for such a development, but his untimely death thrust James E. Hagerty into a position of opportunity which his position of authority in the department permitted him to exploit without delay. Although he was

a sociologist and pushed the expansion of that field as fast as opportunity could be created for it, he equally favored the expansion of economics at its theoretical level as well as in its applications to the varied fields of business. Mention has already been made of his early instruction in marketing. All other phases of contemporary business education also soon found a place in the course offerings of the Department of Economics and Sociology. This is not the place to trace the full development of business education, but the fact that the Department of Economics and Sociology was the mother lode from which it came at The Ohio State University, is an observation worthy of note in the perspective of the first century of the institution.

The proliferating Department of Economics and Sociology continued to provide a home for all its progeny for the first few years after 1916 when the College of Commerce and Administration had been founded. The drafting of a high percentage of male students and younger faculty members for military service, with the concomitant demands of war connected service upon older faculty members, left colleges and universities at a virtual standstill. The armistice of November 11, 1918 did not bring an immediate resumption of normal activities because of the long delay experienced in getting adequate transatlantic shipping to bring the "doughboys" back home. Thus, it was not until after 1920 that academic activity and growth could be resumed. In the year 1919-20, Charles A. Dice was appointed as a Professor. For more than twenty-five years, he was the hub of all instruction in the related areas of money market,

credit and banking. His students occupy key positions in business and education today. As this account is written, he is alive and alert in his early nineties.

In the following year, H. Gordon Hayes joined the departmental faculty to organize and supervise the beginning courses in the department. At that time, the idea of a combination of lecture and quiz sections was in vogue, and for more than twenty-five years thousands of Ohio State students benefitted by his unique combination of wit and wisdom in weekly lecture sections. Simultaneously, graduate students oriented toward college teaching enrolled in his course "Principles of Economics for College Teachers." There, they were aided to understand complicated theoretical problems so well that they could make them clear and simple for the students. From his Iowa farm background came the maxim for his neophyte instructors: "Put the fodder down low, boys, so the calves can reach it." He practiced his own maxim.

For the academic year 1921-22, a structural reorganization of the College of Commerce and Journalism was put into effect. Five departments were created from the old Department of Economics and Sociology. They were: Accounting, Business Organization, Economic and Social Geography, Economics, and Sociology. For the first time in fifty years, Economics became simply Economics, however that name might be defined. Interchange of staff and students has continued up to the present time, and joint faculty appointments have been made as needs and interests may dictate. Nonetheless, staff and program could be designed more exclusively to implement the



objectives of instruction and research in economics as it developed, at the highest practicable level. This administrative pattern remained essentially unchanged, although numerous substructures were created as needed, until the major university reorganization in the years immediately preceding the centennial year were put into effect. Thus, the five department group within the College of Commerce and Journalism remained intact for nearly a half century -- 1921 to 1968. The name of the College was changed in 1927 to College of Commerce and Administration, when the Department of Journalism, which had had a largely separate existence, was made a School and attached to the College of Liberal Arts. At the same time, the School of Social Administration was created as a division of work with the Department of Sociology.

### III. The Third Quarter Century

As it happened, the academic year 1921-22 in which the Department of Economics became one among equals, consisting of its off-spring, was also the approximate fifty-year point in university history. In that year, the department staff had grown to eleven permanent members plus "Assistants." The number of individual courses and course sequences had grown to thirty-two, of which ten were for graduate students only. Of the latter, five were specialized subject matter courses, and five were for research in distinct fields. Duplicated catalogue pages are included herewith on pp. \_\_\_\_\_. A well organized graduate program had been built upon a broad undergraduate base. There were specialized "Principles" courses for different colleges within the university, which were extended in 1922-23 to include the College of Agriculture and the

School of Home Economics.

In 1922-23 a new course numbering system was instituted, accompanying the introduction of the quarter system, with large enrollment courses being converted to a five hour basis. The new system put beginning courses at the 400 level, advanced undergraduate courses at the 600 level and strictly graduate courses at the 800 level. For a good many years this system was followed quite consistently, although the need for modification seemed to increase with changing circumstances. At the present time (1970), skeletal remains of the system are still visible, although another half-century has passed. The moral of all these numbering efforts seems to be that it is impossible to compress a live and growing subject matter, combined with varying student needs, into any mechanical numbering system that can remain unchanged for long.

The decade of the nineteen twenties also became the one to reveal higher education as a major developmental goal of the American people. The American scene had been dotted with small colleges for the larger part of a century, with some of the older colleges that later became universities, extending back to the earliest colonial days. Growth of student enrollment had been on a course of irregular but consistent increase from the earliest days. Before World War One, registrations had accelerated, only to be checked by military duty and the mobilization of national effort toward war. At the end of the war, a real national movement toward our colleges and universities set in. Higher education had always been a part of the American dream for personal and family advancement, but now it seemed to be realistically obtainable for millions, including

the second generation of the central and south European immigrants who had flooded to America before 1913. Many of these hyphenated Americans, as they were often called by political analysts, lacking traditional attachment to the many small Protestant denominational colleges, turned to the state universities. These latter institutions, including The Ohio State University, surged into a dominating role in higher education, and particularly in professional and technical fields with a practical value to assist a new group that had always been drawn by the American dream, and were now determined to fulfill it.

From this surge, the College of Commerce and Journalism quickly became one of the major divisions of The Ohio State University. Within the College, the Department of Economics filled a very substantial service role as its major undergraduate function. For many of the years from the twenties onward the department provided more student class hours of instruction than any other department in the college, simply because it had course offerings spreading across the four years of a student's academic career. There was a general requirement of two five hour per week "Principles of Economics" courses in the second year. In the third year, specialized courses in "Money and Banking," "Public Finance," "Labor Problems," "International Trade," and the like were required of students in many if not all curricula. Further work was offered in some of these subfields of economics in the fourth year. After 1930, a five hour, one quarter course in "Industrial History," required of all first year students, was assigned to the department. Thus, with very few majors of its own, either in the Colleges of Commerce and

Administration or Arts, the department became one of the larger undergraduate instructional units in the university, comparable to English or American History.

With such increasing responsibilities, additional staff was obviously needed, especially at the more elementary levels. In the face of this need, it must be noted that there was already beginning to be both academic and public criticism of the system of large lecture sections, with relatively young and inexperienced instructors conducting "quiz" sections, as a supplement to the lectures. For the first year or two of a college career, students often had no intimate contacts with any faculty member who was not also a student at the graduate level. To correct this situation as best he could, George W. Rightmire pledged his efforts, when he became President in 1926. He announced the policy of providing permanent instructors with at least the Master's degree for all beginning classes as rapidly as suitable persons could be found. Since the condition and the need to remedy it were national, a "seller's market" for younger teachers quickly developed. At The Ohio State University and in the Department of Economics, the result of this policy was that many of the graduate students with plans to enter college teaching as a career, were given the opportunity to remain in the department as instructors once they had attained the M.A. degree. As it developed over later years, the group of instructors added during this period became the backbone of the departmental staff. Specifically, those who remained on the staff in this manner included Edison L. Bowers, Ralph L. Dewey, Alma Herbst, Robert D. Patton, Edwin L. Smart and Virgil Willit. Several members of this group completed their

doctoral work also at The Ohio State University, although the majority took leave to go elsewhere for that purpose. All attended other universities for at least a portion of their graduate work, however.

Staff needs throughout American higher education in the nineteen twenties also provided the first great impulse toward the expansion of programs at the graduate level. It was this same need that had sent many budding economists to European universities in the eighteen eighties and nineties, and they brought back with them many elements of the advanced study programs they had experienced abroad. A generation later, these men were the senior professors in American universities. They had formed the American Economic Association upon their return from Europe, and they now set the pattern of graduate work in the upsurge of enrollments after World War I.

At The Ohio State University, similarly to most other universities, lectures and seminars in economic theory were made the core of the graduate program. Along with theory as a correlate went a course in the history of economic thought. Here as usually elsewhere, there was also required work in economic history and statistics, both reflecting the image of German universities. Beyond these requirements, several specialized fields (three at Ohio State) must be chosen by the doctoral candidate. These fields included money and banking, international trade and finance, labor economics, and public finance. New fields were described and added as the years passed, and the emphases of older fields were shifted and their titles revised. The great influence of the depression of

the nineteen thirties, in the midst of which J. M. Keynes' General Theory of Employment and Money had been published, resulted in substantial change of content in both theoretical and many of the applied courses, although the general structure of both undergraduate and graduate curricula was unchanged in essence through the period of World War II in the middle nineteen forties.

Looking back upon a century of economic education at the university level, another facet of the nineteen twenties, relatively inconspicuous at the time, seems now to be worthy of note. The decade was one of high prosperity in spite of depressed years at its beginning and end. The productive potential of automated machines and processes was first revealed as it was turned toward the meeting of civilian needs. New industries, such as those producing automobiles and electrical home appliances, were established and grew to great size. In spite of all the new wealth, there arose doubts of the total adequacy of the system. In the perspective of later years, it is possible to see this fact. Herbert Hoover as Secretary of Commerce had supported a study of waste in industry conducted by the Federated Engineering Societies. This showed that we were far from reaching our full potential. The Brookings Institution of Washington, D.C. extended the study with similar conclusions, in their volume entitled America's Capacity to Produce. The question was obvious - why? A further Brookings study - America's Capacity to Consume - showed also that consumer's wants were not fully satisfied.

While serious interest in socialism was probably at as low an ebb in the nineteen twenties as at any time in our national history,

the solid factual base was being laid for the conclusion that the free enterprise system was not bringing forth the full technical potential, especially of our industrial resources and equipment. Maximum results were not being attained automatically, but seemed to require study, and a policy of guidance based upon that study. To no one in academic circles did this conclusion seem more relevant to the actual situation of the country than it did to Professor Wesley Mitchell of Columbia University. He had become acquainted with Herbert Hoover during a World War I stint of government service. With Hoover's urging and assistance, he guided the expansion of the statistical services of the Department of Commerce. He also was able to enlist sufficient financial support from private sources to establish the National Bureau of Economic Research. The great influence of J. M. Keynes a few years later confirmed the point of view embodied in these developments of statistical services, and also provided a theoretical substructure to sustain and guide their use.

Such developments as these were bringing the science of economics into a new prominence. Trained economists were not only needed for increasing numbers of students in the colleges and universities, but federal agencies, financial institutions, and to a lesser degree state and local governments and private businesses were offering employment opportunities. Universities, especially those with well-developed graduate programs, began to face difficulty in maintaining their own teaching staffs at an adequate level in the face of these outside opportunities. The depression of the nineteen thirties suddenly, although but temporarily,

reversed the situation, however, as funds to support research, either public or private, were absorbed in the attempt to meet the more immediately urgent needs of employment and relief. As the New Deal program of the federal government got under way in the middle and later thirties, with enrollments in colleges and universities at a reduced level, many academic economists were again in demand for government service, some to remain permanently. At the end of the decade, the imminence of war--added to college enrollments that were again growing due to the passing of acutely depressed conditions--created the most urgent demand for trained economists that had ever been experienced.

The preceding concurrence of circumstance, extending from the mid-twenties through the nineteen thirties, brought a further qualitative and quantitative enhancement of the study and practice of economics, not only at The Ohio State University, but generally. The concept of a self-regulating economic system, was now subject to critical review. From 1900 until the great depression of the nineteen thirties, any regulative interference with the free market might be considered to be a necessary evil, but it was still an evil. That overwhelming event confirmed doubts about the free market. A wider skepticism about automatic, competitive self-regulation of business opened more minds to other ideas. Keynes, in England, and his sympathizers in America saw a role for economists, not as scholarly observers of economic affairs, but as active searchers for and users of devices to control the flows of labor, materials, and funds that sustained all the components of a complexly



interrelated economic system. Economists should not only be inquirers and thinkers, but now must add tangible manipulations of the system to their responsibilities. Economic understanding was needed not alone for its own sake, but for use in setting and achieving goals for society. Economics had become a technical as well as a theoretical subject.

The development of the New Deal program in the late thirties strongly motivated this shift in the orientation of economics. War in Europe, spreading to America in the early forties, made further demands upon the nation's stock of knowledgeable economists. The military draft took students out of the colleges, and government service demanded many of the faculty, if above the age of military service themselves, for the needs of a frankly planned and directed war economy. The Keynesian revolution of the late thirties was given an emergency implementation that would probably have come much more gradually otherwise.

At the end of the war period in 1945, a volume of experience had been gained, with relative success as compared to previous war periods in American history, that confirmed for a large section of our population the concept of a successful economic system as one that must be planned and directed in the light of all the economic understanding that could be had. The productive potential of our agriculture and industry had been demonstrated again as in the twenties, but now on a higher level. Poverty could be eliminated, prosperity could be for all, but these desirable results would require a carefully studied and applied balance, utilizing the powerful drive

of the private profit motive, but kept it turned toward the public good without undesirable side effects, by a never-so-wise, and consciously fabricated economic policy. The teaching of economics in the colleges had a greater role than ever before - to be the servant of the nation.

The Department of Economics at The Ohio State University could not be and did not wish to be aloof from these national and world developments. During the early nineteen thirties, enrollments dropped to some degree, and funds for staffing even more sharply. Large lecture sections were re-introduced in lower level courses. Staff members found more lucrative employment whenever they could, turning both to industry and to government by the later thirties. For a short time at the end of the thirties, new staff could be added, often only to be lost again to government service, as threatening war and returning prosperity created new nonacademic opportunities. Course changes in this period reflected the growing American involvement in world affairs: interest in the stability and growth potential of capitalism, following the traumatic shock of severe depression; concern about the noncapitalist and undemocratic regimes prevalent in Europe; and through all of these, the desire to explore the techniques of choosing and implementing suitable goals for the economic society.

The coming of war in 1941, brought sharp reductions in the enrollment of male students by 1943 to 1945, with the numbers of women students holding steady but not growing. Younger faculty were drawn into full participation in the war, in one way or another, as had been true also during World War I, with virtually all other faculty involved to some degree. In 1946, the end of the war came

rather abruptly, although not without preplanning to ease the transition for both industry and the military services. At that time, the national predilection to regard higher education as an essential component of the good life reasserted itself with a vengeance. The Department of Economics, as a major service department to the College of Commerce and Administration, as well as to the entire university, was flooded with students. For the academic years 1947-48, and 1948-49, total course enrollments in the department surpassed all other university departments.

Normally, the English departments in American universities enjoy this dubious distinction, because all beginning students are required to take work in the department in addition to the majors at advanced undergraduate levels. This phenomenal shift from the norm was due to the basic position economics had attained in preceding years of depression and war. Upon this base there was superimposed an extraordinary bulge in enrollments in the College of Commerce and Administration, for which economics constituted a basic service area. All veterans of the war had lost several years in the service, upsetting any previous educational plans they may have had. In addition, the liberal higher educational benefits provided by the U.S. Government for veterans--the "G.I. Bill of Rights," as it was called--brought many more servicemen into the colleges than would normally have come. To all classes of veterans, education for business seemed a desirable compromise of previous plans, and the Department of Economics had to bear a large and unpredicted share of the teaching load.

#### IV. The Fourth Quarter Century

To meet such postwar challenges, the department welcomed back all possible previous faculty. In addition, the department had to enter the national scramble for additional teachers. It was in this period that at the annual Christmas meetings of the American Economic Association, there was introduced the organized listing of jobs available and of those available for jobs--the "Slave Market," as it was soon dubbed. Large lecture sections in elementary courses became endemic. The educational as well as the governmental and business demand for trained economists led to sharp increases in graduate enrollments. During this burgeoning period also, the electronic computer emerged as a fantastically efficient tool for summarizing and analyzing the masses of economic and business data made available by the pioneering work in data collection of the nineteen twenties and thirties. The war period had demonstrated the value of quantitative studies for both military and civilian purposes. After the war, the peacetime applications and extensions of such methods brought a virtual revolution to the academic instruction in economics and the social sciences in general. Courses in mathematical applications in economics had existed prewar, but were greatly expanded in the nineteen fifties. Both undergraduate and graduate programs, but especially the latter, gave greater emphasis to preparation in this area.

At The Ohio State University, these educational forces found expression in staff and curricular changes. The real founders of the work in economics--M. B. Hammond, H. F. Walradt, H. Gordon Hayes,

A. B. Wolfe, and Charles A. Dice had passed from the scene by death or retirement. Their successors, trained by these men quite largely, although not totally--Edison L. Bowers, L. Edwin Smart, Ralph L. Dewey, Virgil Willit, Clifford L. James, Alma Herbst, and Robert D. Patton, among numerous others of less lengthy tenure--constituted the central core of the senior department members through the nineteen fifties. David M. Harrison, Alva M. Tuttle, Glenn W. Miller, Frances W. Quantius, Alvin E. Coons, Herbert S. Parnes, Arthur D. Lynn and Meno Lovenstein joined the previous group in the years just before and after World War II. By the beginning of the nineteen sixties, all of the prewar and postwar bearers of departmental instructional burdens were at mid-career or beyond. Increasing enrollments in the nineteen fifties with prospectively still greater increases coming in the sixties, as the increased birth rate of the years of World War II produced still larger college age populations, made necessary the greatest proportional and absolute staff expansions ever experienced. When this condition is related to the actual and potential decimation of the senior faculty group by death and retirement, it is evident that the departmental staff faced very substantial rebuilding not only at the bottom but also at the top as the decade of the nineteen sixties opened. There was overlap, of course, both as to persons and periods of service, but the fact of inescapable staff rebuilding was paramount.

Inevitably also such extensive staff adjustment was reflected in course offerings and curricula. The growth of opportunity for technically trained economists not only in college teaching but in

governmental and private research brought altered priorities to the formulation and investigation of economic problems. A predominantly young staff felt these priorities keenly. The roots of the movement were forty years in the making, but the terminal effects seemed to outline the aura of a new day for the social sciences. The section of this narrative history next following, prepared by an active participant in the curricular changes of the decade of the nineteen sixties, will go into these adjustments in greater detail, indicating as well, the projected possibilities for future development of teaching and research in economics at The Ohio State University. Only some general aspects of the patterns of change need be cited in this section. These relate to the decade of the nineteen fifties in particular.

It scarcely needs to be said, except possibly as a reminder, that neither the department nor the university were confined within their own chosen boundaries, each being rather an expression of the same social forces that shaped the larger entities of state and nation. The monumental achievements of American productive technology created not only an unparalleled material abundance, but an ideological climate with a predisposition toward the logically precise and quantitatively measurable. General discussions of problems now took second place to their analytical dissection, followed by statistical measurement of the component parts, and their correlation. In the 1945 catalog of the College of Commerce and Administration, the department introduced a major curriculum entitled "Economic Analyst." Two years later another in the same vein was introduced as "Labor Economics." New advanced courses

in the labor field were introduced in 1946 - "Collective Bargaining Procedures" and "Mediation and Arbitration." Both reflected the congealing of a diffuse labor problem into a study of technical procedures. The old notion of individual bargaining between self-seeking employer and worker was obsolete in a world of capital and labor that needed to understand guiding rules for collective action.

In similar vein, the old idea of economic development as an automatic product of the availability of factors of production and thus as requiring no specific attention, was seen as insufficient. The development process was not automatic. Study would reveal the existence of accelerating or retarding factors that could be manipulated, once known. In 1958, a course entitled "Economic Development" appeared in the departmental list. Its life was short because of a staff change, but the point of view permeated other courses; most directly - economic history. International economic relations also began to be seen increasingly not alone as involving flows of trade and funds between national units, but also of relations between advanced and underdeveloped or developing areas, as yet lacking in crystallized political structure.

Further, the developmental point of view heavily permeated the traditional areas of theoretical inquiry - production, exchange and distribution. It had been observed from the nineteen twenties onward that even the most advanced economies did not automatically distribute their incomes in ways that would yield the maximum output of goods and services from the use of resources that were available, or technically could be made available. If our two major wars

of the twentieth century served no other purpose, they showed convincingly that unfilled wants could persistently coexist with unused resources. Progressively for many years, there had been subliminal malaise about this condition, which J. M. Keynes had successfully structured by the nineteen thirties for a majority of American economists, and for many political leaders. World War II clinched the demonstration of the validity of this "directed economy" point of view. The decade of the nineteen fifties provided the first opportunity in peacetime to test it in more normal fashion, and again it seemed to meet with general public approval by the growth rates obtained.

Such a major reorientation from an automatic to a directed economic system produced equally major changes in the teaching and investigation of economic problems. Course content changed, with or without change of title. This development was too extensive to be given in detail since no course escaped its influence. Old lines of separation broke down, and new groupings of topics were made as course realignments were made from year to year. Public finance ceased to deal with the mere financing of local, state and national government, and took upon itself additional "fiscal policy" considerations of weighing the effects of government upon economic well-being as a whole. Older "money and banking" courses devoted to the study of the role of individual banks in a free economy became broader investigations of the uses of credit and price levels in relation to the production of goods and their distribution among income groups of the population. Literally, America and the world - all of it,



including the least developed portions - had a new economics for the last half of the twentieth century. No aspect of public or private life escaped its embrace, as the following section of this narrative history, devoted to the decade of the nineteen sixties, will exhibit in further detail.

The last quarter century of The Ohio State University starts at approximately the end of World War II. This was a period when enrollments in both the University and the Department grew very rapidly and reached levels which were not again matched for approximately fifteen years.

The Department in the immediate post-war period had reached a level of just over 20 regular faculty of the rank of Assistant Professor or higher. Of this group, 12 including Professor Bowers who was chairman until 1963, stayed with the Department for 15 or more years and provided the leadership in the Department until the early 60's.

In spite of the very large enrollments in the immediate post-war period and the very heavy teaching responsibilities assumed by the faculty, the size of the faculty did not increase prior to 1955. There were, however, seven new people added during this period to replace seven people who had left the department. Five of these seven had received Ph.D.'s from Ohio State University during the post-war period, and four of these continued to exercise leadership both in the department and in the University today. Paul G. Professor/Craig became Chairman of the Economics Department in 1963 and Dean of the College of Social and Behavioral Sciences in 1968. Professor Arthur Lynn has been Associate Dean of

Faculties for some years, and Professor Clinton Oster has served as University Controller and more recently as Associate Dean in the College of Administrative Science and as Director of the School of Public Administration. The first ten years of the most recent quarter century were then a period of relative stability in the Department and a period during which most of the new people hired were young men who had served in World War II and returned to Ohio State University to receive Ph.D. degrees.

The middle third of the quarter century, which ended with Professor Bowers' retirement from the Chairmanship although not from the Department, was a period of rapid expansion for the Department. There had been but 21 faculty members in both 1947-48 and 1955-56, there were 30 by 1961-2. Of these 30, 13 had been hired since 1955 and only three had earned their Ph.D.'s at Ohio State. This period of rapid growth was therefore marked by considerable change within the Department since most of these new people had been trained at other universities.

The last part of the quarter century started when Professor Craig succeeded Professor Bowers as Chairman in 1963. This recent period has been marked by relatively little growth, since only 33 faculty members are listed in 1969-70, but has been characterized by a very rapid turnover in the Department, since 20 of the 33 present members of the Department have been hired since 1961. Since only one of these 20 people received a Ph.D. from Ohio State, the changes in the personnel of the Department have been very great. They have been accompanied by a rather marked revision in the curriculum of the Department, with much

greater emphasis being placed on economic theory, mathematical economics and econometric and statistical methods. This period is notable in the Department's history because the Department received its first chair, the Albert Reese professorship in Money and Banking, which was filled by Professor Karl Brunner in 1966.

In 1968, Professor Craig was appointed Dean of a newly created College of Social and Behavioral Sciences, and was succeeded in the Chairmanship of the Department by Professor Jon Cunyningham, who had been in the Department for only two years. The policy of hiring young people with Ph.D.'s from other universities, which had been initiated by Professor Bowers in the late 50's, has been continued through the present time. There have been no notable changes in curriculum development with the most recent change in the Chairmanship.

This last period has been marked by relatively slow growth in the Department size, but by a continuation and acceleration of the policies which were initiated by Professor Bowers toward the end of his term as Chairman. Faculty members have by in large been recruited from schools other than Ohio State, and the more institutional approach to economics which has been favored by Professor Wolfe and continued into the first half of the most recent quarter century by people whom he had recruited when he was Chairman, has been supplanted almost entirely by the currently more popular theoretical and quantitative approaches.

The author of the first portion of the history of the Department of Economics at The Ohio State University - roughly covering the period from the early eighteen-seventies to the late

nineteen fifties - had the opportunity to observe or participate in the events and activities of the last forty of those ninety years. Perhaps some concluding philosophic soliloquy may be permitted to him. Clearly the zest for inquiry has not diminished at The Ohio State University nor in the world at large. In the social and behavioral sciences inquiry has proliferated enormously. At the same time, the context of inquiry has changed markedly, although the prevalent philosophy of science that guides inquiry has not changed in any fundamental way. How can these observations be reconciled?

Very simply, I think, using the central theme of the several just preceding paragraphs to do so, namely - the physical universe is still firmly viewed as the manifestation of natural laws intelligible to men who will diligently search for them by what is known as "empirical research," correlating the results of their inquiries as they continue to push them forward. At the same time, man is thought to be embraced within this system of universal order, although the patterns of his own behavior are recognized to be more effectively ordered by injection of his own values into the making of the discriminations that any ordering system rests upon. In our own age, we have it both ways at once: the nonhuman physical universe manifests order, while the social order becomes disarranged expect as man intervenes to improve it. Which is it to be - objective order created independently of man, or order created by man and evolving as he learns to make more effective use of his own perceptual and conceptual powers harnessed to work in unison?

The land grant colleges, and The Ohio State University as one of them, have contributed significantly to build the base of public understanding upon which such a query emerges. In their first century of life, the query has taken form only dimly. One cannot but wonder whether or not their second, or third, or fourth centuries will see man, with his capability for understanding, move into more central position in our cosmic grasp, or whether he will ever more completely be relegated to an ant-like conformity to the technology of a closed universe. The movement of the twentieth century has been in the latter direction. Will it continue, or is it but a phase in which man's dim comprehension requires an extreme to highlight the merit of its opposite? An epoch able to pose such questions is not a wasted one in the intellectual history of mankind. To be able to answer them definitively would constitute the real end of the line.

FACULTY  
DEPARTMENT OF ECONOMICS

<u>Name</u>	<u>Highest Rank Attained</u>	<u>Dates of Service</u>
Arnold, Sam	Associate Professor	1936-1954
Athearn, James L.	Assistant Professor	1949-1957
Baklanoff, Eric N.	Instructor	1954-1958
Balles, John J.	Assistant Professor	1947-1956
Baltensperger, Ernst	Assistant Professor	1968- --
Barth, Peter S.	Assistant Professor	1965- --
Batchelder, Alan B.	Assistant Professor	1960-1964
Becker, Arthur P.	Assistant Professor	1946-1948
Bodenhorn, Diran	Professor	1960- --
Botte, Camille J.	Assistant Professor	1946-1966
Bowers, Edison L.	Professor	1925-1968
Boyd, J. Hayden	Assistant Professor	1966- --
Brown, Kenneth M.	Assistant Professor	1966-1969
Bryan, William J.	Assistant Professor	1959-1962
Bushnell, Robert C.	Assistant Professor	1967- --
Cameron, Helen A.	Associate Professor	1955- --
Caplan, Benjamin	Associate Professor	1935-1947
Condoide, Mikhail V.	Professor	19 --1969
Coons, Alvin E.	Professor	1946-1968
Craig, Paul G.	Professor	1950- --
Cunyngham, Jon	Chairman, Professor	1966- --
Dewey, Ralph	Professor	1927-1959*
Dice, Charles A.	Professor	1919-19
Eason, Warren	Professor	1968- --
Fleisher, Belton M.	Professor	1965- --
Ford, James W.	Associate Professor	1957-1960
Gold, Ronald B.	Assistant Professor	1965- --
Hammond, Matthew	Professor	1904-1935
Harrison, David M.	Professor	1935- --
Hayes, H. Gordon	Professor	1920-1952
Herbst, Alma	Professor	192 --196
James, Clifford L.	Professor	1926- --
Kafoglis, Madelyn	Associate Professor	1946-1969*
Kafoglis, Milton Z.	Professor	1951-1969*
Kelley, Samuel C., Jr.	Associate Professor	1947- -- *
Kibler, Thomas L.	Professor	1925-1953
Kroeker, Herbert R.	Associate Professor, Adj.	1964-1966
Laden, Ben E.	Assistant Professor	1967- --
L'Esperance, Wilford L.	Associate Professor	1963- --
Leonard, James	Assistant Professor	1963-1964
Levine, Marvin J.	Assistant Professor	1963-1967

\*Not Continuous Service

<u>Name</u>	<u>Highest Rank Attained</u>	<u>Dates of Service</u>
Lindsey, David	Assistant Professor	1968- --
Lovenstein, Meno	Professor	1946-1966
Lynn, Arthur D., Jr.	Professor	1946- --
McCalmont, David B.	Associate Professor	1960- --
Michael, Walther P.	Assistant Professor	1963- --
Miller, Glenn W.	Professor	1940- --
Nestel, Gilbert	Assistant Professor	1964-1969
Okner, Benjamin	Assistant Professor	1966-1967
Oster, Clinton V.	Professor	1948- --
Parnes, Herbert S.	Professor	1947- --
Patton, Robert D.	Professor	1926-1964
Porter, Richard D.	Assistant Professor	1968- --
Quantius, Francis W.	Professor	1942- --
Raskind, Leo J.	Professor, Adj.	1966-1967
Rowntree, R. Henry	Professor	1926-1946
Ruggles, Clyde O.	Professor	1913-1952*
Salz, Arthur	Professor	1944-1963
Schwartz, Aba	Assistant Professor	1968-1969
Sherman, Richard U., Jr.	Professor	1961- --
Smart, L. Edwin	Professor	1921-1953
Smith, Warren L.	Associate Professor	1956-1958
Stevens, Richard T.	Assistant Professor	1925-1963
Stillson, Richard T.	Assistant Professor	1968- --
Stocker, Frederick D.	Lecturer	1964- --
Tuttle, Alva M.	Associate Professor	1945-1967
Tybout, Richard A.	Professor	1958- --
Walradt, Henry F.	Professor	1911-19
Walton, Gary M.	Assistant Professor	1966-1969
Wann, Andrew J.	Professor, Adj.	1964-1968
Warne, Clinton	Associate Professor	1960-1967
Weicher, John C.	Assistant Professor	1967- --
Wicks, John H.	Assistant Professor	1963-1964
Wolfe, Albert B.	Professor	1923-1946
Woodward, Francis O.	Assistant Professor	1963-1965
Zeller, Frederick A.	Assistant Professor	1959-1965

\*Not Continuous Service

Faculty  
20 or more years of service

<u>Name</u>	<u>Highest Rank Attained</u>	<u>Dates of Service</u>
Botte, Camille J.	Assistant Professor	1946-1966
Bowers, Edison L.	Professor	1925-1968
Condoide, Mikhail V.	Professor	19 -1969
Coons, Alvin E.	Professor	1946-1968
Dewey, Ralph L.	Professor	192 -1959*
Dice, Charles A.	Professor	1919-19
Hammond, Mathew	Professor	1904-1935
Harrison, David M.	Professor	1935-1969
Hayes, H. Gordon	Professor	1920-1952
Herbst, Alma	Professor	192 -196
James, Clifford L.	Professor	1926-1969
Kelley, Samuel C.; Jr.	Associate Professor	1947-1969*
Kibler, Thomas L.	Professor	1925-1953
Lovenstein, Meno	Professor	1946-1966
Lynn, Arthur D., Jr.	Professor	1946-1966
Miller, Glenn W.	Professor	1940-1969
Oster, Clinton V.	Professor	1948-1969
Parnes, Herbert S.	Professor	1947-1969
Patton, Robert D.	Professor	1926-1964
Quantius, Francis W.	Professor	1942-1969
Rowntree, R. Henry	Professor	1926-1946
Salz, Arthur	Professor	1944-1963
Smart, L. Edwin	Professor	1923-1953

\*Not Continuous Service



<u>Name</u>	<u>Highest Rank Attained</u>	<u>Dates of Service</u>
Stevens, Richard T.	Assistant Professor	1925-1963
Tuttle, Alva M.	Associate Professor	1945-1969
Walradt, Henry F.	Professor	1911-19
Wolfe, Albert B.	Professor	1923-1946

Ph. D. Degrees Received  
Department of Economics,  
1926-1969

<u>r</u>	<u>Name</u>	<u>Field &amp; Dissertation Title</u>	<u>Adviser</u>
6	Cross, Maurice C.		
7	Payne, Winfred E.		
8	Bowers, Edison L.		
9	None		
0	Fair, Marvin L.		
0	Prosser, David S.		
0	Smart, Louis Edwin		
0	Spengler, Joseph J.		
0	Willit, Virge		
1	None		
2	None		
3	None		
4	Botte, Camille J.		
4	Geeting, Roy E.		
4	Levine, Louis		
4	Lin, Lin		
4	Rowntree, Richardson H.		
4	Swart, Jacob		
5	Lovass, Leslie		
6	Dockeray, James C.		
6	Horne, R. Lemuel		
6	Simmons, Edward C.		
7	Unstad, Lyder K.		
8	Patton, Robert D.		
8	Whitsett, James M.		
9	Beckett, Grace L.		
9	Mikesell, Raymond F.		
0	Cawthorne, Delmas R.		
0	Schaffner, Philip P.		
0	Sufrin, Sidney C.		
0	Welsh, Edward C.		
1	None		
2	Arnold, Sam		
2	Chamberlain, Neil W.		
2	Doyle, Leonard A.		

Name

Field &  
Dissertation Title

Adviser

Howenstine, E. Jay

Calderwood, James D.

None

None

None

Steele, Herbert E.

Tuttle, Alva M.

Andrews, Daniel K.

Beatty, Donald

Kamm, Jacob O.

McKinley, Gordon W.

Condoide, Mikhail V.

Koenker, William E.

Moyer, Fred W., Jr.

Simpson, John W.

Hall, Clyde L.

Parnes, Herbert S.

Robinson, Marshall A.

Ulrey, Anne E.

Wattles, Marshall D.

Balles, John J.

Cohen, Sanford

Fisher, Gene H.

Levitt, Theodore

Lynn, Arthur D., Jr.

Reeder, Charles B.

Kelley, Samuel Clifton

Overmiller, Charles S.

Athearn, James Loman

Craig, Paul Gene

Crewson, Henry Bernarr

Jung, Clarence Robert

Lehman, Leland Charles

Oster, Clinton Victor

Overman, Edwin Scott

Smith, Elmer Louis

Ulrey, Ivan William

Crisafulli, Virgil Charles

Masson, Francis George

<u>r</u>	<u>Name</u>	<u>Field &amp; Dissertation Title</u>	<u>Adviser</u>
5	Cochran, Kendall Pinney		
5	Leary, Thomas Joseph		
5	Shannon, Richard Edwin		
5	Vries, Rimmer de		
6	Asher, Harold		
6	Martinsek, Thomas Anton		
7	Farris, Martin Theodore	Public Utilities	Patton
7	Ghazala, Evans Elias		
7	Marshall, Robert Herman		
8	Baklanoff, Eric N.		James
8	Kafoglis, Milton Z.		Dewey
8	Monteith, Chalmers A.		Smart
8	Shelton, David H.		James
9	Gallaway, Lowell E.		Herbst
9	Helppie, Charles E.		James
9	Hutton, Winfield J.		Coons
9	McLain, James M.		James
9	Shearer, Ronald A.		James
9	Tejada, Gustavo A.		
9	Young, James E.		Herbst
0	Cameron, Helen C.		Smart
0	Frank, Wayne Travis		James
0	Grimes, Blaine Eagle	Theory	Patton
0	Jones, Douglas Norin		Smart
0	Neel, Richard Eugene		Tybout
0	Singer, Sanford R.		Tybout
0	Zaremba, Alois Louis		James
1	Crane, Frederick G.		Bowers
1	Duprey, James Norman		Quantius
1	Durr, Frederick R. E.		Smart
1	Kafoglis, Madelyn Lockhart		Smart
1	Keig, Norman Guthrie		Herbst
1	Prince, Jack Edward		Smart
1	Zsoldos, Laszlo		James
2	Ervin, John Rutledge		Lynn
2	Glaze, Bert Theodore		Coons
2	Gomez, Michael Albert		James
2	Henderson, William Leroy		Smart
2	Lindsay, William Witherow		Tybout
2	Mikhail, Azmi D.		
2	Nichols, John Raymond, Jr.		James
2	Robinson, Jack Loyd		Coons
2	Simons, Nat, Jr.		Lynn
2	Spratlen, Thaddeus H.		

<u>r</u>	<u>Name</u>	<u>Field &amp; Dissertation Title</u>	<u>Adviser</u>
3	Almond, George L.		
3	Bhatia, Sarvan Kumar	Labor	Miller
3	Colwell, Billy Joe	Public Control	Lynn
3	Fundaburk, Emma Lila	Economic History	Coons
3	Kincey, Truly Elizabeth		Bowers
3	Mohamed, Sami Khalil	Foreign Trade	James
3	Nitsch, Thomas Otto		Coons
3	Zeller, Frederick Anthony		Miller
4	Anderson, Bernard Eric	Money and Banking, "An Investigation into the Effects of Banking Structure on Aspects of Bank Behavior."	Quantius
4	Brady, Ronald William	Public Finance and Econometrics, "An Econometric Model of the Sales Tax Revenue System in Ohio."	Oster
4	Drugge, Sten Erik	National Income Analysis, "Economic Inventory and Value Added Estimates of the Natural Resources of a Watershed Region Located in the Applichian Highland Area of Ohio."	Coons
4	Jump, Bernard, Jr.	Public Finance, "State Capital Spending and Borrowing in Ohio, 1947-1963."	Lynn
4	Koizumi, Kihei	Internat'l Trade, "Japans' Economics Growth and Balance of International Payments in the 1950's."	James
4	Ludolf, Gordon William	Labor, "Pattern Bargaining in the Rubber Industry."	Miller
5	Enger, Thomas Peter	Public Finance, "Protectionism and Development."	James
5	Haitani, Kanji	Internat'l Relations, "Japan's Export Trade: Its Structure and Problems."	James
5	McGovern, Francis Glenn	Economic Planning, "The Residential Satellite: An Economic Case Study."	Lovenstein
5	Perline, Martin Michael	Labor, "A comparative Analysis of the Trade Union Press."	Miller
5	Poulson, Barry Warren	Economic Growth and Development, "Value Added in Manufacturing, Mining, and Agriculture in the Am. Economy from 1809 to 1839."	Coons
5	Smith, John Graham	Internat'l Trade, "International Trade and Economic Development: A study of Alternative Stabilization Procedures, with Particular Reference to Compensatory Finance."	James
6	Griggs, William Nelson	Money and Banking, "An Examination of Monetary Policy, 1960-61."	Quantius
6	Kumar, Kanwal	Internat'l Trade, "Inflows of Foreign Capital and Economic Growth of Developing Countries: The Case of India."	James
6	Miller, Reuben	Money and Banking, "Swedish Monetary Policy in the Post-War Period, 1945-1961."	James

	<u>Name</u>	<u>Field &amp; Dissertation Title</u>	<u>Advisor</u>
7	Bryson, Phillip James	National Security Economic, "The International Cost-Sharing Role of West German Development Assistance."	Sherman
7	Chirikos, Thomas Nicholas, Jr.	Economic Development and Planning, "Bolivia: A Case Study in the Theory and Practice of Human Resource Planning."	Kelley
7	Goldstone, Seymour Edward	Structurer and Regulation of Industry, "Short Run Instability in the Industrial Contract Research Industry."	Tybout
7	Hicks, Robert Eldon	Public Finance, "An Analysis of the Influence of Certain Fiscal Variables on the Success of Proposed School Tax Levies and Bond Issues for Public School Support in Ohio."	Stocker
7	Hart, Benson	International Trade, "Governmental Policy and the British Balance of Payments, 1959 to 1965."	James
7	Winter, Ralph A.	Structure and Regulation of Industry, "Regulation of the Consumer Finance Industry: A Reappraisal of its Economic Impact."	Coons
8	Baird, William Michael	Labor, "Collective Bargaining by Registered Nurses."	Miller
8	Cole, Donald Preston	Money and Banking, "The Demand of Denominations of U. S. Currency, 1914-1965."	Dewald
8	Gross, Andrew Charles	Labor, "Engineering Manpower in Canada."	Parnes
8	Kreider, Leonard Emil	Labor, "The Development and Utilization of Managerial Talent: A Case Study of Manufacturing Managers in Columbus, Ohio."	Parnes
8	Parker, Alfred Leroy	Money and Banking, "A Sectoral Analysis of the Determinants of Cyclical and Secular Changes in the Velocity of Money."	Craig
89	Dreese, George Richard	Money and Banking, "A Study of the Borrowing Patterns of Eighteen Cleveland Territory, Fourth Federal Reserve District Member Banks over the Period 1961-1965."	Dewald

M.A. Degrees Received  
Department of Economics,  
1915-1969

<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1915	Weidler, Walter C.		
1920	Cross, Maurice C.		
1921	Van Riper, Christiaai		
1922	March, Clarence A.		
1923	Bowers, Edison L		
1923	Haskell, George D.		
1923	Loucks, William N.		
1923	Smart, Louis Edwin		
1924	Coady, Robert E.		
1924	Dewey, Ralph L.		
1924	Hung LI, Hsiang		
1924	McPherson, William H.		
1924	Shilt, Nobel.C.		
1924	Sung, Hui Hwa		
1925	Devol, Lloyd E.		
1925	Hunt, Frank R.		
1925	McCarthy, Florence M.		
1925	Ogan, Ralph W.		
1925	Rosen, Max M.		
1925	Stitt, Helen L.		
1926	Belden, William H.		
1926	Fair, Marvin L.		
1926	Gaudian, Martin F. E.		
1926	Patton, Robert D.		
1926	Ralles, John H.		
1927	Bargar, Margaret S.		
1927	Byers, C. Floyd		
1927	Fergus, Morris F.		
1927	Gingery, Stanley L.		
1927	Horton, Donald C.		
1928	Dickerson, Edward		
1928	Huston, Howard H.		
1928	Matheny, Walter C.		
1928	Ozer, Sol D.		
1928	Prosser, David S.		
1928	Whitsett, James M.		
1929	Brunzman, Howard G.		
1929	Francis, Enid B.		
1929	Spengler, Joseph J.		
1929	Turney, Margaret G. (Mrs. Elmer L. Beller)		

<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1930	Anson, Charles P.		
1930	Levine, Louis		
1930	Willit, Virgil		
1930	Wood, Wilbur S.		
1931	Bacon, Marvin A.		
1931	Cawthorne, Delmas R.		
1931	Darst, Byron H.		
1931	Dockeray, James C.		
1931	Horne, R. Lemuel		
1931	Hung, Shui-Chien		
1931	Lin, Lin		
1931	Mann, George L.		
1931	Nichols, Henrietta		
1931	Sloan, John		
1931	Yost, Lawrence D.		
1932	Alspaugh, Lillian M.		
1932	Mallett, Hugh O.		
1932	Morris, Bruce R.		
1932	Myers, Robert D.		
1932	Simmons, Edward C.		
1932	Young, Edwin A.		
1932	Yu, Shin Ying		
1933	Alpin, Charles E.		
1933	Denlinger, Floyd O.		
1933	Frizzell, Richard H.		
1933	Helm, Fred L.		
1933	Kirby, Richard M.		
1933	Lovass, Leslie		
1933	Papier, William B.		
1933	Shaul, Elizabeth		
1933	Simpson, John W.		
1935	Davis, Frank G.		
1935	Mikesell, Raymond F.		
1935	Oertli, Ena W.		
1935	Smart, Raymond C.		
1936	Bigler, Elmon O.		
1936	Bigler, Eugene E.		
1936	Cooper, Edwin N.		
1936	Manhart, Lewis F.		
1936	McNeill, John W.		
1936	Moorehead, Dwight H.		
1936	Potter, Ruth J.		
1936	Schaffner, Philip P.		
1937	Berger, Arthur		
1937	Doyle, Leonard A.		
1937	Smith, Elizabeth McR. (Mrs. Theodore F. Smith)		



<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1938	Howenstine, E. Jay		
1939	Colclough, Jack D.		
1939	Kent, Malcolm F.		
1939	Liu, Eu Sung		
1939	Watson, John F.		
1940	Bigler, William R.		
1940	Crisafulli, Virgil C.		
1940	Emmer, Robert E.		
1940	McKinley, Gordon W.		
1941	Aronson, Robert		
1941	Miller, Joseph G. K.		
1941	Schwartz, Benjamin R.		
1941	Thomson, Proctor J.		
1942	Bison, Henry, J., Jr.		
1942	Linger, Irving O.		
1942	Shaffer, William B.		
1942	Smigel, Stanley E.		
1942	Snyder, Barth J.		
1943	Hoag, Malcolm W.		
1943	Lynn, Arthur D., Jr.		
1943	Montgomery, Anne		
1944	Condoide, Mikhail V.		
1944	Harris, Katherine S.		
1944	Sacosa, Antisco		
1945	Cochran, George H.		
1945	Shapiro, Edward		
1945	Winkler, August Leo (Rev.)		
1946	Heim, Peggy		
1946	Marks, Marvin M.		
1946	Moyer, Fred W., Jr.		
1946	Nichols, John R.		
1946	Sobel Irvin		
1946	Ulrey, Ann E. (Pike)		
1946	Zaremba, Alois L.		
1947	Chen, Si Lin		
1947	Cohen, Sanford		
1947	Iwanaka, George M.		
1947	Lehman, Leland C.		
1947	Mason, Gordon B.		
1948	Argo, Barbara W. (Mrs. W. A.)		
1948	Crewson, Harry B.		
1948	Good, Dale E.		
1948	Holton, Richard H.		

<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1948	Jenkins, Robert S.		
1948	Kafogliss, Madelyn McC. Lockhart		
1948	Monteith, Chalmers A.		
1948	Overmiller, Charles S.		
1948	Pritchard, Neal A.		
1948	Robinson, Marshall A.		
1948	Rucker, Thomas D.		
1949	Bigelow, Robert L.		
1949	Chen, Chi Ta		
1949	Davies, John		
1949	Jung, Clarence R.		
1949	Kirchner, Lucille		
1949	Leivick, Daniel		
1949	Lotshow, Elmer P.		
1949	Martinsek, Thomas A.		
1949	Mayers, Edward G.		
1949	Oster, Clinton V.		
1949	Phillips, William G.		
1949	Prince, Jack E.		
1949	Ranck, Elizabeth B.		
1949	Snodgrass, Mary E. (Mrs. John H. Wood)		
1949	Troutman, Warren T.		
1949	Uhland, Jean H. (Mrs. Paul M. Foster)		
1949	Vautilainen, Jouko J.		
1950	Ammon, Donald E.		
1950	Baklanoff, Eric N.		
1950	Cooke, Robert B.		
1950	Deitch, Jerome		
1950	Fox, June T. (Mrs. Marvin Fox)		
1950	Heintzelman, Ross G..		
1950	Kelley, Samuel C.		
1950	Kimble, Charles C.		
1950	Lacy, Robert McF.		
1950	Shannon, Richard E.		
1950	Smith, Zennis H.		
1950	Suso, Julian C.		
1951	Biet, Bernard M.		
1951	Craig, Paul G.		
1951	Masson, Francis G.		
1952	DeVries, Rimmer		
1952	Leary, Thomas Joseph		
1952	Marshall, Robert Herbert		
1952	Mellin, David Ringo		
1952	Pollack, Orland Edward		
1952	Renwick, William Lowe		
1952	Shelton, David Howard		

<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1953	DiPasqua, Angelo		
1953	Glaros, George A.		
1953	Glaze, Bert Theodore		
1953	Gloros, George Anthony		
1953	Kenestrick, Jean Carol		
1954	Ettarh, Renner Issac		
1954	Hayashi, Mikio		
1954	Henderson, William Leroy		
1954	Howard, Lowell Bennett		
1954	Jones, Lawrence Donald		
1954	Lape, Howard Bronson		
1954	Madsen, Ray		
1954	Reiser, George Richard		
1954	Shim, Myung Won		
1954	Stratton, Martha Nell		
1954	Williams, Alexander		
1954	Young, James Elmer		
1955	Alhashmi, Saad Mahmood		
1955	Almond, George Lee		
1955	Cameron, Helen A.		
1955	Fraser, Duane Lee		
1955	Galloway, Lowell Eugene		
1955	Hughes, Donald Anthony		
1955	Karg, Robert Lawrence		
1955	Lickendorf, Joanne Bernice		
1955	Shearer, Ronald Alexander		
1956	Jones, Douglas Norin		
1956	Solt, William Elton		
1956	Stockton, Edward J.		
1956	Tejada, Gustavo Adolfo		
1957	Crane, Frederick G.		James
1957	Duprey, James Norman		
1957	Formilleza, Edna Fontamillas		Harrison
1957	Hutton, Winfield T.		
1957	Penne, Ross Franklin		
1957	Spratlen, Thaddeus Hays		James
1957	Taylor, George W.		Tybout
1958	Gooding, Edwin C.		Tybout
1958	Haggipavlou, Pavlos P.		Ford
1958	Hernandez, Jose A.		James
1958	Isobe, Asahiko		Coons
1958	Spector, Norman		Coons
1959	Baird, William M.		James
1959	Evans, Robert Lee		Herbst
1959	Jancosek, Jan C.		James
1959	Kleinberg, Norbert J.		Miller
1959	Shin, Beng Jee		Coons

<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1959	Shin, Bong Ju		
1959	Winter, Ralph A.		
1960	Alloy, Seymour		Miller
1960	Bokmoon, Kim		
1960	Burnhan, John Thomas		Lynn
1960	Kim, Bakreccu		Lovenstein
1960	Mitchell, Carl Jackson		Miller
1960	Naguit, Rosa		James
1961	Al-Bayati, Jala Mohammed Ali		Coons
1961	Cox, Paul Jefferson		Herbst
1961	Hart, Benson Hambleton		James
1961	Shaji, Taiichiro		Patton
1961	Smith, John Graham		Patton
1962	Brady, Ronald William		Tuttle
1962	Furnas, Walter Allen		Miller
1962	Jump, Bernard, Jr.		James
1962	Kreider, Leonard Emil		Miller
1962	McHenry, Edgar Taylor, Jr.		Quantius
1962	Moore, Margaret Docherty		Tuttle
1962	Perline, Martin Michael		Miller
1962	Rownd, Harry Harlan		Miller
1962	Stillwagon, Robert Gregg		Miller
1962	Uhler, Robert George		James
1962	Zimmer, David Woodward		Smart
1963	Chirikos, Thomas Nicholas, Jr.		Lovenstein
1963	Fruchtman, Joel Richard	Foreign Trade	Lovenstein
1963	Garcia, Marz John		Miller
1963	Hahn, Young Ki	Foreign Trade	James
1963	Kumar, Kanwal	Banking	Quantius
1963	Shotwell, Larry Raymond		Craig
1964	Bennett, Richard Earl	Public Finance	Woodard
1964	Bunting, David Cuyt	Business History	Harrison
1964	Dameron, Robert Wayne	Foreign Trade	James
1964	Elberfeld, Robert Allan	Economic Planning	Lovenstein
1964	Green, Barbara Loescher	International Trade	James
1964	Hicks, Robert Eldon	Public Finance	Woodard
1964	Hunt, Ronald John	Economic Planning	Lovenstein
1964	Poulson, Barry Warren	National Cycles & National Income Account- ings	Coons
1964	Rempel, Henry	Economic Development	Lovenstein
1964	Roberts, Rudolph Lorenzo Nah	Economic Development	Harrison
1964	Rose, Lewis Ray	Money & Banking	Quantius
1964	Shea, John Robert	Labor	Parnes
1964	Stockton, Peter David Hitchings	International Trade	James
1964	Wheaton, Terence Emerson	Labor	Miller

<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1965	Bowman, John Hemphill	Labor	Parnes
1965	Broad, Margaret Corbett	Public Finance	Woodard
1965	Carroll, Ronald Andrew	Economic History	Harrison
1965	Chelikowsky, Wayne Francis	International Trade	James
1965	Clinesmith, Larry Lee	Public Finance	Woodard
1965	DeMartini, Howard Charles	Public Finance	Woodard
1965	Hanna, Raouf Saad	Public Finance	Cameron
1965	Kuhn, Louis Hurford	Money & Banking	Quantius
1965	McDevitt, Vincent Paul, Jr.	International Economics	Coons
1965	Rennie, Henry George	Money & Banking	Quantius
1965	Strejcek, Barry William	Labor	Miller
1966	Benore, Charles Adrien	Investment Analysis	Coons
1966	Brown, Daniel J.	Structure & Regulation of Industry	Tybout
1966	Brown, Douglas MacArthur	Regional Planning	Tybout
1966	Lacey, Thomas Williams	National Security	Lovenstein
1966	Mkandawire, Patrick T.	Economic Development	Coons
1966	Nick, Robert White	National Security	Lovenstein
1966	Rhea, Nolan Wilbur	Money & Banking	Quantius
1966	Swagler, Roger Milton	International Trade-- Development	James
1966	Walker, Michael Claude	Planning & Development	Fletcher
1967	Chase, Nina Ross	Structure & Regulation of Industry	Bodenhorn
1967	Egge, Karl Albert	Labor	Miller
1967	Ehret, Paul G.	Money & Banking	Quantius
1967	Erven, James Partick	Labor	Miller
1967	Fратиanni, Michele	International Economics	James
1967	Frittsch, Ralph B.	National Security	Sherman
1967	Hicke, Thomas A.	National Security	Sherman
1967	Jacobson, Marvin H.	Economic Development	Coons
1967	Kehr, James Bruce	Money & Banking	Quantius
1967	Norman, Roger H.	Labor	Parnes
1967	Purdum, Jack Jay	Labor	Fleisher
1967	Schmidt, Ronald M.	Labor	Parnes
1968	Bernon, David George	Money & Banking	Dewald
1968	Black, Harold Alonza	Economic Development	Parnes
1968	Broda, Herbert Walter	Public Finance	Stocker
1968	Caldwell, Elizabeth Gray	Labor	Miller
1968	Dinkel, Janet Sue	Economic History	Harrison
1968	Grogan, Thomas Joseph	Econometrics	L'Esperance
1968	James, Langley Bruce	National Security	Sherman
1968	Kroeker, Ronald Wayne	Labor	Miller
1968	Pritz, Sandra Germond	Money & Banking	Quantius
1968	Roach, Joseph Augustus	Public Finance	Cameron
1968	Scott, Andrew Allen	Labor	Parnes
1968	Sims, Stephen Amrine	Public Finance	Stocker
1968	Swart, Harold Jay	International Economics	James
1968	Turner, Abigail	Labor	Miller
1968	Wolfe, Samuel Bruce	Labor	Parnes

<u>Year</u>	<u>Name</u>	<u>Field</u>	<u>Adviser</u>
1969	Blomquist, Glenn Clarence	Economic Development & Trade	Michael
1969	Hammett, Jerry Woodland	Labor Economics	Parnes